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ABSTRACT

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to increase their awareness of ways textbooks and instructional materials contribute toward limiting student options. Included are avenues personnel can take to counter stereotypical messages relayed by educational materials. Contents include a leader's script (material to be presented), three transparency masters, three handout masters, a class discussion guide, and a resource list for further exploring of stereotyping found in educational material. Topics covered include depicting men and women in career materials, how language can reflect limited options, checklists of countering activities, and rating form for evaluating instructional materials. The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT)

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ED189344

PROJECT: STRATEGIES FOR SEX FAIRNESS
College of Education
Kansas State University

INSTRUCTIONAL MATERIAL - USAGE DESPITE BIAS

A Vocational Education SPECIAL PROJECT
Kansas State Department of Education

CE 025 713

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Project: Strategies for Sex Fairness
College of Education, Kansas State University

SEX FAIRNESS PACKETS PRICE PER PACKET $1.50

The packets are designed to aid Kansas schools in reducing limitations that sex stereotyping imposes on option choices for boy and girl students. Each packet incorporates affective with cognitive learning to facilitate thinking and discussion. A packet's material can be used alone, in combination with other packets, or to supplement existing instructional/ in-service/out-reach units. Included are complete instructions for using the enclosed script, visual aids, transparency masters, handout masters, or group activities to cover 40-50 minute time periods. Packets are available for schools to address three different fronts - instructional packets for use with junior high or older students, in-service packets for use with school personnel, and out-reach packets for use with community groups.

INSTRUCTIONAL PACKETS:

'Does Occupational Stereotyping Need to Limit Choice?'
Students think through the process of narrowing their occupational options to a choice pool that reflects their interests, abilities, and values. Consideration is given whether occupational stereotyping is a valid reason for removing occupations from one's choice pool.

'Focus on the Future: Changing Lives'
Students are encouraged to think about today's world and the increased flexibility being prepared for both a job and managing a home brings to future choices.

'What Would I Do If That Were I'
Students consider present or potential life situations to explore traditional and nontraditional alternatives. The purpose is to assist in values clarification regarding sex roles.

'My Legal Right - Expanding Male Options'
Students demonstrate the legal right men have to be hired in nontraditional occupations via skit form.

'My Legal Right - Expanding Female Options'
Students demonstrate the legal right women have to be hired in nontraditional occupations via skit form.

'Is My Textbook Limiting Me in Considering Future Roles?'
Students consider that today's world is changing so rapidly textbooks cannot keep up in reflecting society. By recognizing textbook bias that limits choices, students can choose to ignore these limitations.

'Is My Guidance Text Limiting Me in Considering Future Roles?'
Students explore if and how interest inventories limit consideration of occupational options for boys and girls.

IN-SERVICE PACKETS:

'Changing Lives: Future Trends'
Considers the rapidly changing society and expanded skills and resources students need to acquire and face the future.

'My Role as a Change Agent'
Gives the theoretical base that can guide school personnel in creating attitudinal changes in other people.

'My School's Role as a Change Agent'
Explores how institutions can create attitudinal change in its surrounding environment.

'Legislation's Push for Sex Fairness'
Reviews legislation affecting schools and interpreted implications.

'Recognizing My Fair and Unfair Behavior'
Explores how our biases govern our attitudes and actions toward others. Biases are then examined to select those we want to remove/keep in our internal valuing system.

'Evaluating Our School for Sex Fairness'
Discussion of the process a school undergoes in establishing an evaluation that reflects its environmental circumstances.

' Instructional Material - Usage Despite Bias'
Explores how bias can occur in instructional material and methods of counteracting its influence on students.

'Guidance Tests - Usage Despite Bias'
Explores how bias can occur in guidance tests and approaches to reduce any bias during usage.

'The Academic Teacher - Encouraging Non-Traditional Options'
Considers the role academic teachers can take in expanding options for students.

'Vocational Teacher - Encouraging Non-Traditional Options'
Suggests steps vocational teachers can take that makes students less hesitant to consider non-traditional options.

'Counselor - Encouraging Non-Traditional Options'
Presents several different approaches with suggested accompanying activities from which counselors can choose for encouraging students to consider nontraditional careers.

'Creating a Sex-Fair School Environment'
Explores diverse fronts to be considered and action planning stages for a school.

'Differences Between a Girl and Boy?'
Presents what current research shows may be differences by developmental stages.

'Profile of a Non-Traditional Student'
Written by an educational director in industry who relates the problems he observes women face personally and professionally when working in a non-traditional field. Recommendations are made for improving preparation for non-traditional students.

'Home Economics for All'
Suggest approaches that encourage boys/girls to acquire home management skills and consider home economics related occupations.

'Math and Science for All'
Suggest approaches that encourage girls/boys to acquire sufficient math and science skills that occupational options can remain open.

OUT-REACH PACKETS

'Future Trends Create Changing Lives'
Considers the rapidly changing society and expanded skills and resources today's youth need to cope with the future.

'Society's Messages to Youth'
Explores messages coming from diverse sources of a child's environment and how they can limit options a child considers.

'Community Groups-Helping Face the Future'
Considers alternative approaches community groups can take to aid in expanding option choices for today's youth.

'Business and Industry-Helping Face the Future'
Considers alternative measures that business and industry can take to aid schools expand option choices for their students.

'Parents-Helping Your Child Face the Future'
Explores the role parents can play in limiting or expanding option choices for their children.

'New Options in Choosing Vocational Training'
Developed for use with groups of potential students to encourage both boys and girls to consider all course offerings of a school.

'Re-entering the Work Force-New Options'
Developed for use with older groups of potential students or displaced homemakers to encourage considerations of expanded occupational choices.

INSTRUCTIONS

The purpose of this in-service packet is to increase school personnels' awareness of ways educational textbooks and instructional materials contribute toward limiting student options. Included are avenues personnel can take to counter stereotypical messages relayed by educational materials.

The packet may be used alone, in combination with other packets, or to supplement other in-service activities. Its effectiveness will be determined in part by the response and participation of your group.

You will find included in this packet:

1. A Leader's script. This script has action guide notations in the right-hand column.

2. Three transparency masters:

   . Appearances in Career Materials
   . Women Should Be Shown
   . Language Used Should Not Reflect Limited Options

   By covering the master with a sheet of transparency film and running both the sheet and master through a Thermafax machine, a transparency for use with an overhead projector can be produced.

3. Three handout masters:

   . Evaluating My Instructional Materials
   . Countering Activities (when using biased instructional materials)
   . Countering Activities (page 2)

   Copies of these handouts for distribution can be made by using any copying machine or by using a Thermafax machine to make a ditto master.

4. A Discussion Guide for closing the presentation.

5. A Resource List for further exploring of stereotyping found in educational material.

A suggested general format for this in-service unit is:

1. Before the presentation, the presentor should

   a. become familiar with the script, making modifications to fit your audience or speaking style.

   b. prepare enough copies of the handouts for distribution to members of the audience.

   c. set up the overhead projector.

2. The presentor reads the Leader's script to the group, incorporating the action guide notations in the right-hand column when appropriate.

3. The presentor leads the closing group discussion, utilizing the discussion guide if desired.

"Who would have guessed that a grammar book would be a whole generation behind the times?" moaned an English teacher as she related how embarrassed she became while instructing her class in adverbial clauses. Her classroom of seniors suddenly broke down in giggles when she read the textbook's example sentence: "After I had taken the pill, I was ready for bed."

In this case, there was immediate reaction that a textbook was sending messages that belonged in a yesterday's world. Today's world has many more option choices as to what kind of pill is being taken--and some of these choices make the presence of this sentence in a grammar book humorous, particularly to young adults.

There are other ways that our textbooks and instructional material send messages that are outdated. But most of these messages are not immediately noticed unless one becomes sensitive to them. The messages are so much a continuation of what society has painted and indoctrinated as the appropriate interests, abilities, values, roles, and behavior of a man and a woman that we don't notice how limiting the relayed pictures are. The pictures have not kept up with the changing roles of men and women.

Perhaps the biggest change in today's world is the increased number of women working. Today's young girl can expect to spend approximately 30 years of her adult life as a wage earner. She, as well as male classmates, needs to explore what type of careers fit her interests, abilities, and skills--without being bound to only "female" careers. Yet even career awareness and exploration materials, which should be highly concerned with reflecting the increased career option choices for men and women, still reflect subtle forms of stereotyping.

***Show Transparency #1: "Appearances in Career Materials"

A study that looked at elementary, secondary, and post-secondary career materials found: ---***---

.For SOCIAL SERVICE occupations - 25 portrayals of women; 18 of men

.For MATHEMATICAL AND SCIENTIFIC occupations - 18 portrayals of women and 43 of men

. For MANUAL occupations - 70 portrayals of women and 216 of men

.For GOVERNMENT occupations - 12 portrayals of women and 55 of men

.For MEDICAL occupations - 72 portrayals of women and 80 of men

.For BUSINESS occupations - 89 portrayals of women and 145 of men

.For COMMUNICATION occupations - 39 portrayals of women and 120 men

Levels within a category may further reflect the stereotyping. For instance, within the MEDICAL occupations, doctors were represented by 24 men and only 7 women, while nurses were portrayed only by women. Within the business occupations, 4 women and 34 men were shown as managers, yet 27 women and only one many were shown as secretaries.

But why is this portrayal of the work world along such traditional lines limiting to students? After all, books in general reflect the society they were written for. It is true that the career materials are certainly not limiting a student's choice any more than societal messages coming from other sources; but we in schools are concerned with preparing students for their future in a rapidly changing world. And the traditional image does not encourage students to develop resources flexible enough to cope with the non-traditional roles they are likely to face. Not only do schools need to make students aware that non-traditional options are open to them, they need to go beyond and counter strong societal teachings. A token man or woman pictured occasionally in a non-traditional role is not a sufficient counter by itself. Seeing one woman in the Business category as a manager may not automatically open a girl's thoughts to occupations in product development, traveling sales, banking management. Seeing one man portrayed as caring for

children may not automatically open a boy's thoughts to elementary teaching, pre-school child care, pediatric nursing, elementary counseling. The purpose is not to downgrade traditional occupations for a sex --rather, to expand a student's conception of new fields of choice. A student conceives readily that traditional options are open--such wage earners are readily visible in one's environment. But the same student may be blithely unaware of the new wage earning roles men and women are tackling--their numbers are still small enough that they often <u>are not</u> readily visible.

The portrayal of men and women in non-traditional roles does more than encourage students to conceive of a wider range of possible careers. It also leaves the germ of an idea that such non-traditional roles are okay--if others are able to stray from the "appropriate" path, the sky will not fall if she or he does, too.

But images that reflect traditional occupational choices are not the only limiting messages which textbooks and instructional materials send students. Themes, like occupations, may be stereotypically assigned to one sex or the other. Boys are often shown as active and in control of their environment. They possess courage, physical strength, mechanical skills, and the ability to think logically. Girls are often shown as passive and controlled by their environment. They are fearful, weak, mechanically inept, and illogical. But as we all know from working with students, some girls can be rude, intractable, active, or messy. And some boys can be polite, cooperative, inactive, or neat. In reality, all traits are shared in varying degrees by both boys and girls, depending upon the individual. If a girl is naturally active and competitive, she should feel free to accept these traits as being okay--not that she has to stifle them. If a boy is naturally considerate and affectionate, he should feel free to accept these traits as being okay;

not that he has to stifle them.

The school department of the Holt, Rinehart, and Winston publishing firm has written guidelines for portraying men and women in ways that build positive images and foster mutual respect. Their recommendation is that women and girls should sometimes be described or shown: ---***---

***Show Transparency #2: "Women, Men Should Be Shown"

1. involved in competitive team sports such as baseball and soccer
2. actively engaged in construction and repair--woodworking, building, mechanical, and electrical work
3. as leaders
4. in investigative and analytic attitudes--collecting and analyzing rocks and minerals, studying reptiles and insects, doing math problems
5. exhibiting courageous and fearless attitudes
6. working in a variety of jobs and careers--in offices and factories, as doctors, lawyers, cab drivers, stockbrokers, telephone installers, housepainters, engineers, researchers, pilots, ship personnel, etc.
7. as larger, heavier, physically and emotionally stronger, and more aggressive than the men or boys around them

Similarly, men and boys should sometimes be described or shown:

1. playing and working together in non-competitive settings--doing a puzzle, planting flowers, shopping, etc.
2. involved in homemaking activities and using the implements of such activities--cooking, cleaning, weaving, etc.
3. interested in "soft" things--fabrics, butterflies, daydreaming, flowers, taking care of babies
4. enjoying a sense of order--cleaning things up, making things neat, paying attention to personal appearance and hygiene
5. as followers
6. as interested in music, dancing, art, fantasy, poetry
7. working as assistants, secretaries, telephone operators, elementary school teachers, airline cabin attendants, practical nurses, etc.

Are there any reactions to this section of the publishing firm's guidelines. ---***---

***
Pause for reactions

Another message sometimes reflected in textbooks and instructional materials is that the traditional role of women is boring and unimportant. Such roles should be shown as valuable and vital to our society, no matter which sex is assuming the role. Where women are represented as mothers, when possible they should also be shown having other interests--work hobbies, sports, etc. Today's reality for men includes assuming a variety of domestic chores--and these roles should be represented as okay, not as "henpecked." Contributions made by women in subject fields need to be emphasized, not ignored or overlooked.

Textbooks and instructional materials can also limit through the language they use. ---***--- Glance at some of these limiting language examples. Notice that in most cases, the language carries the assumption that a role is just for one sex. In other cases, when an attempt was made to include both sex pronouns, the male pronoun is always first, carrying the assumption that a male in that role is first in importance. On the right are examples of ways the limiting sentences can be changed so student options are kept open.

***Show Transparency #3: "Language Used Should Not Reflect Limited Options"

We have just explored together some of the ways our textbooks and instructional materials can send limiting messages to our students. But how can we get a feel for how biased the textbook in our classroom is? Some comprehensive textbook evaluation forms, providing in-depth analysis, have been developed. But to obtain a quick feel for your materials, I will distribute a brief checklist developed by the Committee on Sexism and Reading of the International Reading Association. ---***--- By using this checklist with each instructional item, you have a rough gauge of its sex fairness.

***
Distribute Handout #1: "Evaluating My Instructional Materials"

Suppose you take this checklist back to your classroom, evaluate instructional materials, and discover -Horror!- that your materials are sending lots of limiting messages. What can you do as teachers,

counselors, and administrators? As such, we do have some control over which instructional materials are used, but only to the extent that changes or additions fit into current budgets and the availability of items. Given the popularity of some older books, given the number of books on the library shelves, and given the cost of new materials, we must find ways to present materials, biased though they may be, so that their limiting messages are ineffectual.

There are two basic approaches to weaken the stereotypical punch socked to students by instructional materials. One approach is to supplement your classroom and school setting with images of men and women in non-traditional roles. A school could create a central supply of supplemental sex-fair curriculum materials that teachers and counselors may use. These could include sets of photographs that show men and women in non-traditional employment and roles, non-sexist magazine advertisements that make bright displays on walls and bulletin boards, films, audio cassette tapes, slide-tape shows, simulations and games, printed material, and supplemental student readings. Although each teacher could build her own sex-fair supplemental resource library, costs are lowered if sharing can be organized. Men and women in non-traditional roles could be invited to the school as resource persons in classrooms, for special projects and activities, or for career day programs. Such visits provide a living set of non-traditional images.

A second approach is to "level" with your students about the limiting messages being relayed by your instructional materials. By becoming aware of the shape, size, and color of such messages, students will become sensitive to them--and can choose to ignore them. A class period could be devoted to discussing the limitations that stereotyping lays on people. As an example, show how your present textbook is contributing toward attempts to mold students to fit traditional expec-

tations. Strategies for Sex Fairness, under sponsorship of the Kansas State Department of Education, Division of Vocational Education, has developed a packet for use with students titled "Is My Textbook Limiting Me in Considering Future Roles?" Other methods of leveling with your students are included on the handout I'm about to distribute. The handout identifies countering activities that teachers, students, administrators, and teacher groups can take beyond merely evaluating instructional materials. ---***--- Let us take a minute or two to read the suggestions identified for teachers. ---***---

*** Distribute Handout #2" "Countering Activities"

*** Lead Group Discussion; enclosed guide can be used.

TRANSPARENCY MASTERS

APPEARANCES IN CAREER MATERIALS

*SOCIAL SERVICE Occupations
25 portrayals of women and 18 of men

*MATHEMATICAL AND SCIENTIFIC Occupations
18 portrayals of women and 43 of men

*MANUAL Occupations
70 portrayals of women and 216 of men

*GOVERNMENT Occupations
12 portrayals of women and 55 of men

*MEDICAL Occupations
72 portrayals of women and 80 of men

*BUSINESS Occupations
89 portrayals of women and 145 of men

*COMMUNICATION occupations
39 portrayals of women and 120 of men

Taken from: HELP WANTED: SEXISM IN CAREER EDUCATION MATERIALS, Princeton, NJ: Women on Words and Images, 1975.

TR - 1

WOMEN SHOULD BE SHOWN

*involved in competitive team sports

*actively engaged in construction and repair

*as leaders

*in investigative and analytic attitudes

*exhibiting courageous and fearless attitudes

*working in a variety of jobs and careers

*as larger, heavier, physically and emotionally stronger, and more aggressive than the men around them

MEN SHOULD BE SHOWN

*in non-competitive settings

*involved in homemaking activities

*interested in "soft" things

*enjoying a sense of order

*as followers

*interested in music, dancing, art, fantasy, poetry

*working as secretaries, practical nurses, airline attendants, etc.

Taken from: GUIDELINES FOR THE DEVELOPMENT OF ELEMENTARY AND SECONDARY INSTRUCTIONAL MATERIALS, New York: Holt, Rinehart, and Winston, 1975.

LANGUAGE USED SHOULD NOT REFLECT LIMITED OPTIONS

LIMITING LANGUAGE	KEEPING OPTIONS OPEN
Salesman	Salesperson
Cameraman	Camera technician
Authoress	Author
Man - sized job	Big job
A secretary needs a file cabinet near her desk	A secretary needs a file cabinet near the desk
The executive dictates his thoughts	Executives dictate their own thoughts
He/ She - - - - his/her	He/ She - - - - her/his
Gentlemen:	Colleagues:

HANDOUT MASTERS

Handout #1

EVALUATING MY INSTRUCTIONAL MATERIALS

Directions: Place a check in the appropriate space. Most items should be evaluated separately for each sex.

		Almost Always	Occa-sionally	Rarely
1.	Are girls and boys, men and women consistently represented in equal balance?	___	___	___
2.	Do boys and girls participate equally in both physical and intellectual activities?	___	___	___
3.	Do girls and boys each receive positive recognition for their endeavors?	___	___	___ Females
		___	___	___ Males
4.	Do boys and girls, fathers and mothers participate in a wide variety of domestic chores, not only the ones traditional for their sex?	___	___	___ Females
		___	___	___ Males
5.	Do both girls and boys have a variety of choices and are they encouraged to aspire to various goals, including non-traditional ones if they show such inclination?	___	___	___ Females
		___	___	___ Males
6.	Are both boys and girls shown developing independent lives, independently meeting challenges and finding their own solutions?	___	___	___ Females
		___	___	___ Males
7.	Are women and men shown in a variety of occupations, including non-traditional ones? When women are portrayed as full-time homemakers, are they depicted as competent and decisive?	___	___	___ Females
		___	___	___ Males
8.	Do characters deprecate themselves because of their sex? (example: "I'm only a girl.") Do others use denigrating language in this regard? ("That's just like a woman.")	___	___	___ Females
		___	___	___ Males
9.	Do the illustrations stereotype the characters, either in accordance to the dictates of the text or in contradiction to it?	___	___	___ Females
		___	___	___ Males
10.	Is inclusionary language used? (For example: "police officer" instead of "policeman," "staffed by" instead of "manned by," "all students will submit the assignment" instead of "each student will submit his assignment," and so on.)	___	___	___

Taken from: International Reading Association, Committee on Sexism and Reading. "Guide for Evaluation Sex Stereotyping in Reading Materials." JOURNAL OF READING, December, 1977, 240.

Note: The activity lists are from: Resource Center on Sex Roles in Education. WHAT CAN YOU DO ABOUT BIASED TEXTBOOKS? Washington, DC.

Handout #2

COUNTERING ACTIVITIES
(When using biased instructional materials)

TEACHERS

.Level" with the students in your classroom. Point out sexism or racism bias of books or materials. Help them learn to identify sources of bias and important omissions in the materials.

.Develop classroom activities around identifying bias found in textbooks, library books, magazines, etc.

.Identify or develop supplementary materials that can help "correct" some of the bias of available materials.

.Assign student papers, themes, term papers, or other activities on topics or persons not usually covered in textbooks or materials.

.When students have completed activities identifying bias, have them write letters and send reports to administrators, publishers, community groups and organizations working to reduce bias in textbooks.

.Invite local resource persons into your classroom to provide additional information and work with students on special projects and activities.

.Ask students to rewrite materials or write their own materials on subjects omitted from the textbook, or write the material from other person's point of view.

.Use bulletin boards, posters, pictures, magazines, and other materials to expose students to information commonly excluded from traditional materials.

.Develop a classroom collection of non-sexist, non-racist reading materials for students. Identify books that students may be encouraged to seek out in their personal reading.

STUDENTS

.Ask your librarians to help you identify non-sexist, non-racist books. Select books that help you understand people in other cultures or situations than your own.

.Point out bias in materials when you recognize it.

.Write letters to people who can help you learn more about bias in textbooks.

.Write letters to publishers and let them know when you have found a bias in textbooks.

.Rewrite stories or textbooks to show how they might have been written to avoid bias or from another person's point of view.

ADMINISTRATORS

.Develop a policy statement outlining your concern about the elimination of sexist and racist stereotypes in textbooks and library books.

.Appoint a task force to investigate the problem in your community and make recommendations for action.

.Develop guidelines for all personnel to follow in purchasing and using textbooks and other instructional materials.

.Earmark a proportion of funds to be used for the purchase of nonsexist, non-racist supplementary materials.

.Develop and implement a plan for inservice training of all personnel who select, purchase, recommend or use textbooks or other instructional materials.

.Direct supervisors and curriculum developers to develop resources and materials for assisting classroom teachers in reducing the impact of biased materials.

.Call on state departments of education, teacher training institutions and professional associations to provide materials, workshop and technical assistance.

.Interpret the problems of biased textbooks and materials to parents, community groups, and policymaking boards. Let them know of your concerns and how they may assist in solving the problem.

TEACHER GROUPS

.Form a committee to investigate the process of textbook selection. Where local or state groups or officials have responsibility for buying books, meet with them to learn their criteria for selection and procedures for identifying supplementary materials. Let them know your needs and sensitize them to sources of sexism.

.Request and use funds available for instructional materials in building supplementary materials resources for your classrooms/schools.

.Develop a plan and organize inservice training sessions of biased textbooks and instructional materials.

.Meet with school librarians and ask them to assist teachers in the identification of non-sexist, non-racist, multi-ethnic books and materials. Urge them to order and provide resources for supplementary materials.

.Conduct a study and periodic review of the bias found in the textbooks and materials used in your classrooms/schools.

.Call on district or state curriculum development specialists to provide guidelines, materials, training, and other resources related to non-sexist, non-racist books and materials.

.Include provisions for in-service training and funds for supplementary materials in collective bargaining or teacher negotiations.

.Organize a central file in your school or district of supplementary materials, curriculum outlines, or other resources you have for identifying bias and supplementing the curriculum.

.Develop a list of local resource persons, materials, and other resources for use in the classroom.

.Identify non-traditional publishing firms, alternative presses, and other groups developing materials in this area. Make sure that information is distributed to all teachers.

.Publicize studies, workshops, and other efforts to improve materials or reduce the impact of biased materials.

DISCUSSION GUIDE

1. As you glanced at the list of suggested activities teachers can use, which activity or activities could you see as being feasible in your classroom? Which are not? Are there additional activities you think belong on the list?

2. Mathematics textbooks were written with one common central goal: to teach math. Do you feel your school should be concerned about a math book that shows girls and boys in segregated roles in its word problems--sets of boys playing baseball, sets of girls sewing, sets of boys with cars, sets of girls with dolls, etc.?

3. Suppose you agree that educational materials which reflect stereotypical images contribute toward limiting students. Who do you think is limited more--your male or your female students? Why?

4. One reason often given for the disproportionately large percentage of selections by or about males in literature is that boys will read only stories about boys, while girls will read anything. Another is that it is more important to attract boys to reading, since it is more common for them to have reading problems. Do you agree?

   (Note: A point usually made is that boys will read about girls if they are shown as adventurous, courageous, or having fun. Few boys have rejected Alice in Wonderland or The Wizard of Oz because the main character in each is a girl.)

RESOURCE LIST

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